

## Teacher Study Part 1

## Introduction Rubric: 25 Points

	0 Missing	1 Developing	2	3 Proficient	4	5 Exemplary
<b>Description of the school</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>Description of the school omits some of the information asked for in the directions.</li> <li>The information elicited is incomplete and insufficient for developing a complete picture of the school and/or district.</li> </ul>		<ul style="list-style-type: none"> <li>Description of the school includes all of the information asked for in the directions.</li> <li>Information elicited may be insufficient for developing a complete picture of the school and/or district.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>Information elicited was designed to help you become better acquainted with the school and/or district, and present a complete picture of the school environment.</li> </ul>
<b>Educational &amp; social implications</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>Introduction insufficiently or inaccurately describes the educational and social implications for students at this school given the context described.</li> <li>Conclusions may be incorrect and/or lack connection to empirical evidence.</li> </ul>		<ul style="list-style-type: none"> <li>Introduction accurately identifies and describes the educational and social implications for students at this school given the context described.</li> <li>Conclusions are mostly accurate and an attempt is made to connect them to empirical evidence.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>Conclusions are based on empirical evidence described in our textbook, readings, or other academic sources.</li> </ul>
<b>Description of the teacher</b> (Points X2)	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>Description of the teacher omits some of the information asked for in the directions.</li> <li>Questions posed did not extend beyond those provided in the directions.</li> <li>Evidence suggests that you did not ask follow-up questions designed to “fill in the holes.”</li> <li>The information elicited is incomplete and insufficient for developing a complete picture of the person as an educator.</li> </ul>		<ul style="list-style-type: none"> <li>Description of the teacher includes all of the information asked for in the directions.</li> <li>Follow-up and additional questions are cursory and may omit important information.</li> <li>Though an attempt is made to “fill in the holes,” information elicited may be insufficient for developing a complete picture of the person as an educator.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>Provides clear evidence that you asked thoughtful questions, beyond those provided in the directions.</li> <li>The description indicates the effective use of follow-up questions and information gathering to “fill in the holes.”</li> <li>Presents a complete picture of the person as an educator.</li> </ul>
<b>Professional writing</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>The introduction lacks fluidity or the appropriate level of formality.</li> <li>It contains numerous grammatical and spelling errors and does not successfully synthesize the foundational information provided in this section.</li> <li>APA format may be omitted or used improperly (i.e., headings, citations, references, page number, etc.).</li> <li>Introduction may not meet minimum page requirements, is not typed, or is not double spaced.</li> </ul>		<ul style="list-style-type: none"> <li>The introduction is fluently and professionally written.</li> <li>It is generally free of grammatical and spelling errors and demonstrates an attempt to synthesize the foundational information provided in this section.</li> <li>APA format is used properly (i.e., headings, citations, references, page number, etc.).</li> <li>Introduction meets minimum page requirements, is typed, and double spaced.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>Demonstrates a strong ability to effectively synthesize the foundational information provided in this section.</li> </ul>

**Teacher Study Part 2: Planning and Teaching for Active Learning (30 Points)**

	<b>0 Missing</b>	<b>0-1 Developing</b>	<b>2</b>	<b>3 Proficient</b>	<b>4</b>	<b>5 Exemplary</b>
<b>Review of CCT: Domains 3&amp;4</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>D 3 &amp; 4 summary is missing or contains inaccuracies; the domain's purpose is not well articulated.</li> <li>Support for the domain is missing, minimal, or not from legitimate academic sources; connection to the domain/indicators may be unclear.</li> <li>There is limited/no evidence to suggest familiarity with the sources.</li> </ul>		<ul style="list-style-type: none"> <li>D 3 &amp; 4 are briefly and correctly summarized; the domain's purpose is clearly articulated.</li> <li>Support for indicators within each domain is provided by an overview of 1 academic source directly related to the domain indicators.</li> <li>Synthesis of information is attempted, but suggests limited familiarity with the sources.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>Information provided supported by multiple, high-quality sources and the source information is woven effectively into the review.</li> </ul>
<b>Conversation summary</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>A description of your conversations with the teacher is provided, but lacks focus on how active learning is achieved.</li> <li>Connections to D s 3 &amp; 4 are minimal or absent.</li> <li>Conversation starter questions may be missing.</li> </ul>		<ul style="list-style-type: none"> <li>A description of conversations with the teacher is provided and focuses on key information related to how active learning is achieved.</li> <li>Description suggests a general connection between D 3 &amp; 4 and discussion questions.</li> <li>Conversation starter questions are included.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>The description of the conversation effectively links aspects of the discussion to components of the appropriate domain.</li> </ul>
<b>Classroom observation summary</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>Description of observation is missing or vague.</li> <li>Description lacks connections to D 3 &amp; 4 indicators, suggesting an unfocused observation.</li> <li>Observation notes may not be included.</li> </ul>		<ul style="list-style-type: none"> <li>Description of observation is provided, but may lack clarity.</li> <li>Description suggests only a general connection to D 3 &amp; 4 indicators.</li> <li>Observation notes are included.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>A rich description of observation provides a "window" into the classroom and makes clear connections to indicators in D 3 &amp; 4.</li> </ul>
<b>Observation reflection</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of observation may be missing identification of and/or elaboration on teacher's strengths, and, when evident, areas for improvement.</li> <li>No connections are made between conversation and the observation or the language of D 3 &amp; 4.</li> </ul>		<ul style="list-style-type: none"> <li>Critical analysis of observation is attempted and includes identification of and some elaboration on teacher's strengths.</li> <li>Connections/discrepancies between conversation and observation are articulated.</li> <li>Reflection is overtly connected to D 3 &amp; 4.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>Critical analysis of observation successfully includes identification of and elaboration on teacher's strengths, and, when evident, areas for improvement.</li> </ul>
<b>Insights</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of insights gained from this study is missing, overly-brief, and/or unclear.</li> </ul>		<ul style="list-style-type: none"> <li>Based on study of D 3 &amp; 4, conversation, and observation, a description of insights gained are discussed.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>Description represents a thoughtful, deep reflection.</li> </ul>
<b>Professional writing</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>Writing lacks fluidity or formality.</li> <li>Contains numerous grammar and spelling errors and does not successfully synthesize the information provided in this section.</li> <li>APA format is not used properly (i.e., headings, citations, references, page number, etc.).</li> <li>Writing may not meet minimum page requirements.</li> </ul>		<ul style="list-style-type: none"> <li>Writing is accurate, fluid, and professionally written.</li> <li>Generally free of grammatical and spelling errors and demonstrates an attempt to synthesize the information provided in this section.</li> <li>APA format is used properly (i.e., headings, citations, references, page number, etc.).</li> <li>Writing meets minimum page requirements.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>Demonstrates a strong ability to effectively synthesize the information provided in this section.</li> </ul>

**Teacher Study Part 3: Assessment for Learning (30 Points)**

	<b>0 Missing</b>	<b>0-2 Developing</b>	<b>2</b>	<b>3 Proficient</b>	<b>4</b>	<b>5 Exemplary</b>
<b>Review of CCT: Domain 2</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>D 5 summary is missing or contains inaccuracies; the domain's purpose is not well articulated.</li> <li>Support for the domain is missing, minimal, or not from legitimate academic sources; connection to the domain &amp; indicators may be unclear.</li> <li>There is limited/no evidence to suggest familiarity with the sources.</li> </ul>		<ul style="list-style-type: none"> <li>D 5 is briefly and correctly summarized; the domain's purpose is clearly articulated.</li> <li>Support for the domain is provided by an overview of 1 academic source directly related to the domain indicators.</li> <li>Synthesis of information is attempted, but suggests limited familiarity with the sources.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>Support for the domain is provided by a strong review of <b>multiple</b> academic sources directly related to the domain indicators.</li> <li>Information is well synthesized and evidences familiarity with and understanding of the sources.</li> </ul>
<b>Description of student work</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>Student work is not described or described in a way that inhibits understanding of the assessment and student outcome objectives.</li> <li>No samples are provided.</li> </ul>		<ul style="list-style-type: none"> <li>Student work is described clearly.</li> <li>Samples are provided</li> <li>There is a general connection to student outcome objectives. (SLOs)</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>Description of student work includes direct connections to the lesson that was taught and student outcome objectives.</li> </ul>
<b>Conversation summary</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>A description of conversation with teacher is provided, but lacks focus on assessment.</li> <li>Connections to D 5 are minimal or absent.</li> <li>Conversation starter questions may be missing.</li> </ul>		<ul style="list-style-type: none"> <li>A description of conversation with teacher is provided and focuses on key information related to assessment.</li> <li>Description suggests a general connection between D 5 and discussion questions.</li> <li>Conversation starter questions are included.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>Description suggests a clear, specific connection between D 5 indicators and discussion questions.</li> </ul>
<b>Discrepancies and similarities with coursework</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>Description lacks a critical analysis of observation, or the analysis fails to sufficiently address identification of and elaboration on connections or discrepancies between conversation, observations, and discussions of best practice.</li> </ul>		<ul style="list-style-type: none"> <li>An attempt at critical analysis of observation is made and includes identification of and elaboration on connections or discrepancies between your conversation, observations, and discussions of best practice.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>Analysis elaborates expertly on connections or discrepancies between your conversation, observations, and discussions of best practice.</li> </ul>
<b>Insights</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of insights gained from this study is missing, overly-brief, and/or unclear.</li> </ul>		<ul style="list-style-type: none"> <li>Based on your study of Domain 5, conversation, and observation, a description of insights gained are discussed.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>The description represents a thoughtful, deep reflection.</li> </ul>
<b>Professional writing</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>Writing lacks fluidity or formality.</li> <li>Contains numerous grammatical and spelling errors; does not successfully synthesize information provided in this section.</li> <li>APA format is not used improperly (i.e., headings, citations, references, page number, etc.).</li> <li>Writing may not meet minimum page requirements.</li> </ul>		<ul style="list-style-type: none"> <li>The writing is accurate, though it may lack fluidity or the appropriate level of formality.</li> <li>It is generally free of grammatical and spelling errors and demonstrates an attempt to synthesize the information provided in this section.</li> <li>APA format is used properly (i.e., headings, citations, references, page number, etc.).</li> <li>Writing meets minimum page requirements.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>Demonstrates a strong ability to effectively synthesize the information provided in this section.</li> </ul>

**Teacher Study Part 5: Culmination (20 Points)**

	<b>0 Missing</b>	<b>1 Developing</b>	<b>2</b>	<b>3 Proficient</b>	<b>4</b>	<b>5 Exemplary</b>
<b>Description of questions</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>The description of this section suggests that little thought was given to the selection of questions for the final, follow-up conversation with the teacher.</li> </ul>		<ul style="list-style-type: none"> <li>The description in this section provides a sound, logical explanation for the choice of discussion topics selected for the final, follow-up conversation with the teacher.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>The description is well articulated and incorporates a connection to the CCT domains as appropriate.</li> </ul>
<b>Final Conversation summary</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>A final conversation is not conducted or does not indicate a connection to questions of personal interest.</li> <li>The description fails to make connections with your learning in the program.</li> <li>Conversation starter questions may be missing.</li> </ul>		<ul style="list-style-type: none"> <li>A description of your conversation with the teacher is provided and focuses on key information related to your questions of personal interest.</li> <li>Description suggests a general connection between the program and your discussion questions.</li> <li>Conversation starter questions are included.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>Description is rich and suggests a clear, specific connection between information learned in the program and your discussion questions.</li> </ul>
<b>Insights gained from the Teacher Study</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of insights gained from this study is missing, overly-brief, and/or unclear.</li> <li>There is little or no attempt to make connections to course content in EDUC 6604 or other program courses.</li> </ul>		<ul style="list-style-type: none"> <li>Based on your overall study--conversations and observations--a clear, concise description of insights you have gained are discussed (i.e., I used to think...now I think...about being a teacher).</li> <li>Description evidences an attempt at making connections to course content in EDUC 6604 and content from other program courses.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>Description evidences deep thinking and makes strong connections to course content in EDUC 6604 and content from other program courses.</li> </ul>
<b>Professional writing</b>	<ul style="list-style-type: none"> <li>Required information is missing</li> </ul>	<ul style="list-style-type: none"> <li>The writing lacks fluidity or the appropriate level of formality.</li> <li>It contains numerous grammatical and spelling errors and does not successfully synthesize the information provided in this section.</li> <li>APA format may be omitted or used improperly (i.e., headings, citations, references, page number, etc.).</li> <li>Writing may not meet minimum page requirements, is not typed, or is not double spaced.</li> </ul>		<ul style="list-style-type: none"> <li>The writing is accurate, though it may lack fluidity or the appropriate level of formality.</li> <li>It is generally free of grammatical and spelling errors and demonstrates an attempt to synthesize the information provided in this section.</li> <li>APA format is used properly (i.e., headings, citations, references, page number, etc.).</li> <li>Writing meets minimum page requirements, is typed, and double spaced.</li> </ul>		<i>In addition to the characteristics of proficient:</i> <ul style="list-style-type: none"> <li>Demonstrates a strong ability to effectively synthesize the information provided in this section.</li> </ul>